

Supporting Struggling Students to Meet the Common Core State Standards in English Language Arts

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- Learn about two key shifts in the Common Core
 - Reading text closely/text-based evidence
 - Academic vocabulary
- Reflect on how these methods apply to other students who are struggling with core content

Goals of Presentation

- Build on research-based methods used for all students but provide additional support (August & Shanahan, 2010).
- Integrate oral and written English language instruction into content-area teaching (Baker et al, 2014)
 - Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content
 - Explicitly teach content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content area instruction
 - Provide daily opportunities for students to talk about content in pairs or small groups
 - Provide writing opportunities to extend student learning and understanding of the content

Overview: Research-Based Practice

TEXT

The Voice that Challenged a Nation



The Voice That Challenged a Nation by Russell Freedman (2004)

See pages of the handout

The Voice That Challenged a Nation	Lexile Level	“Stretch” Grade Band
<p>Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.</p> <p>The earliest arrivals found places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.</p>	1130	6-10

Text: All Students

Part 1: Model

[1] Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

[2] The earliest arrivals found places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

Part 1:

[3] Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers. By five o'clock that afternoon, when the concert was scheduled to start, an estimated 75,000 people had gathered on the Mall. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this chilly Easter Sunday to hear one of the great voices of the time and to demonstrate their support for racial justice in the nation's capital.

Part 2

[4] Marian Anderson had been applauded by many of the crowned heads of Europe. She had been welcomed at the White House, where she sang for the president and first lady, Franklin and Eleanor Roosevelt. She had performed before appreciative audiences in concert halls across the United States. But because she was an African American, she had been denied the right to sing at Constitution Hall, Washington's largest and finest auditorium. The Daughters of the American Revolution, the patriotic organization that owned Constitution Hall, had ruled several years earlier that black artists would not be permitted to appear there.

Part 2

[5] News of the DAR's ban had caused an angry controversy and set the stage for a historic event in the struggle for civil rights. Working behind the scenes, a group of influential political figures had found an appropriate concert space for Anderson. Barred from Constitution Hall, she would give a free open-air concert on the steps of the Lincoln Memorial.

Part 2:

[6] Shortly before the concert got under way, the skies above Washington began to clear. Clouds, which had shadowed the monument, skittered away to the north, and the late afternoon sun broke through to bathe the reflecting pool and shine on the gaily dressed Easter crowd. Secretary of the Interior Harold L. Ickes appeared on the speaker's platform. He introduced Miss Anderson, and she stepped forward to the bank of microphones.

[7] The massive figure of Abraham Lincoln gazed down at her as she looked out at the expectant throng. Silencing the ovation with a slight wave of her hand, she paused. A profound hush settled over the crowd. For that moment, Marian Anderson seemed vulnerable and alone. Then she closed her eyes, lifted her head, clasped her hands before her, and began to sing.

KEY SHIFTS IN THE CCSS

Changing the Focus

- Reading Text Closely/Text-Based Evidence: Read closely and answer a sequence of text-dependent questions.
- Academic Vocabulary: Build academic vocabulary throughout instruction.
- Writing from Sources: Draw evidence from text to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, short responses, summaries, or formal essays).

As we go through this section, think about how well these supports might help ELLs as well as other students challenged by these shifts; are there additional supports that might help them?

Overview of Key Shifts



READING TEXT CLOSELY/ TEXT-BASED EVIDENCE

Read Closely and Answer a Sequence of Text-
Dependent Questions

- Reading Text Closely/Text-Based Evidence: Read closely and answer a sequence of text-dependent questions.
- Additional supports for ELLs:
 - Present text in smaller chunks.
 - Engage students in multiple readings.
 - Provide supplementary questions, sentence starters, sentence frames, and word banks to ensure ELLs understand task demands.
- Academic Vocabulary: Build academic vocabulary throughout instruction.
- Writing from Sources: Draw evidence from text to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, short responses, summaries, or formal essays).

Overview of Key Shifts

Align Questions with Reading Standards

Cluster	Standard	Generic Stem	The Voice
Key Ideas and Details	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)	<ul style="list-style-type: none"> • What is the central idea of the text? • What details illustrate this? • Summarize the text without including any personal opinions or judgments. 	Describe the scene as people began to arrive. What details illustrate this?
Key Ideas and Details	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)	<ul style="list-style-type: none"> • How was [individual/event/idea] introduced and portrayed in the text? • How did the [individual/event/idea] relate to [individual/idea/event]? 	Why had so many people come to the concert?

Close Reading: All Students

Align Questions with Reading Standards

Cluster	Standard	Generic Stem	The Voice
Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (<i>RI.8.4</i>)	What does the word/phrase _____ mean in this text?	Use the context of the second paragraph to explain what the word <i>extending</i> means.
Craft and Structure	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (<i>RI.8.5</i>)	How does the sentence/paragraph/chapter/section connect to the overall structure of the text?	Explain how the words Freedman uses in the first two paragraphs set the scene.

Close Reading: All Students

Ensure Questions Are Text Dependent

Non-Text-Dependent Questions

What is it like to go to an open-air concert?

Who is Russell Freedman? Why did he write this book?

Describe different types of concerts people go to.

Text-Dependent Questions

Why had so many people come to the concert?

Explain how the words Freedman uses in the first two paragraphs set the scene.

Use the context of the second paragraph to explain what the word *extending* means.

Close Reading: All Students

Divide Text into Smaller Sections

- Identify two or more main occurrences within the text excerpt.
- Divide text into sections such that each contains one occurrence.

Occurrence 1 <i>We learn about the concert</i>	Occurrence 2 <i>We learn about Marian Anderson</i>
Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial...	Marian Anderson had been applauded by many of the crowned heads of Europe. She had been welcomed at the White House, where she sang for the president and first lady, Franklin and Eleanor Roosevelt. She had performed before appreciative audiences in concert halls across the United States...

Close Reading: Additional Support for ELLs

Engage Students in Multiple Readings

- Give students multiple opportunities to interact with the text.
- Have students work in pairs or groups for most readings.

1. Preview	2. Reading for Key Ideas and Details	3. Reading for Craft and Structure/Integration of Knowledge and Ideas
<ul style="list-style-type: none">• <u>Pre-assessment</u>: Students read the text independently and answer questions to evaluate their level of comprehension.• <u>Read Aloud</u>: The teacher reads the text aloud to demonstrate native speaker fluency and teach vocabulary.	<ul style="list-style-type: none">• <u>First Close Read</u>: Students read the text in pairs or groups and answer questions focused on key ideas and details.• <u>Annotation</u>: Students reread the text and note vocabulary and details they do not yet understand.	<ul style="list-style-type: none">• <u>Second Close Read</u>: Students read the text in pairs or groups and answer questions focused on craft and structure and integration of knowledge and ideas.

Close Reading: Additional Support for ELLs

Ask Supplementary Questions

- ELLs may need additional, supplementary questions to help them answer guiding questions. (*Note that both types of questions are text-dependent.*)
- ELLs may need instruction that helps them understand the task demands of certain question types.
- ELLs with lower levels of proficiency may also need sentence starters, sentence frames, and/or word banks to help them answer all questions.
 - The level of scaffolding can and should be adjusted depending on an ELL's level of English proficiency.

Close Reading: Additional Support for ELLs

Ask Supplementary Questions

- Supplementary questions can inquire about word meanings as well as larger sections of text.
- Sequence supplementary questions to support ELLs' understanding of the main idea.
- Make it easier for ELLs to answer supplementary questions:
 - Define key words prior to asking the question.
 - Restate phrases or sentences that will help ELLs answer the question.

Close Reading: Additional Support for ELLs

Ask Supplementary Questions

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

Guiding Question: Describe the scene as people began to arrive.

Text Dependent	Sequence to Support Understanding	Inquire about word meanings	Which words describe the weather? What do they mean?
		Inquire about word meanings	It says that people arrived despite the threatening weather. What does despite mean? What does this sentence mean?
		Restate phrases or sentences	It says people arrived in large animated groups. What does <i>animated</i> mean? How did people arrive?
		Define key words prior to asking the question	Remember the Mall is a national park. Which words describe the streets leading to the Mall?
		Sequence to Support Meaning	See above four questions that develop meaning sequentially

Use Sentence Starters, Frames and Word Banks if Necessary

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

Guiding Question: Describe the scene as people began to arrive.

1. Which words describe the weather?

The words cold and threatening describe the weather.

2. Did the weather prevent people from assembling? How do you know?

The weather did not prevent people from assembling. I know this because the author uses the word despite.

3. Which words describe the streets leading to the Mall?

The words jammed with thousands of people describe the streets leading to the Mall.

Close Reading: Additional Support for ELLs

Return to the Guiding Question

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

Guiding Question: Describe the scene as people began to arrive.

Freedman uses the word despite to indicate or show that even though the weather was cold and threatening, the streets were jammed with thousands of people.

Close Reading: Additional Support for ELLs

What is different for ELLs with regard to close reading?; For other students who might need additional support?

What are the implications for practice?

Text may be presented in smaller sections

ELLs engage in multiple readings of the text.

ELLs benefit from supplementary questions to help them comprehend the text.

ELLs with lower levels of proficiency may benefit from sentence starters, sentence frames, and word banks to help them answer all types of questions (adjusted by level of proficiency).

Partner Talk



ACADEMIC VOCABULARY

Build Vocabulary in Context Throughout Instruction

- Reading Text Closely/Text-Based Evidence: Read closely and answer a sequence of text-dependent questions.
- Academic Vocabulary: Build academic vocabulary throughout instruction.
- Additional supports for ELLs:
 - ELLs need support for acquiring vocabulary that many English-proficient students have already acquired.
 - Teach ELLs to bootstrap on home language knowledge.
- Writing from Sources: Draw evidence from text to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, short responses, summaries, or formal essays).

Overview of Key Shifts

Frequent Words and Phrases

- ELLs typically exhibit vocabulary growth rates that are similar to or surpass those of native English speakers. However, ELLs are often 2–3 years behind their English-speaking peers, so a large vocabulary gap remains (Mancilla-Martinez & LeSaux, 2010).
- ELLs' reading comprehension is impaired because they do not know highly frequent English words that English-proficient students are likely to have acquired.
 - The **100** most frequent English words account for about **50%** of words that readers encounter in text.
 - The **1,000** most frequent English words account for about **70%** of words that readers encounter in text.
 - The **4,000** most frequent English words account for about **80%** of words that readers encounter in text.

Vocabulary: Additional Support for ELLs

First 4000 Words List

Rank	Word
1	little
2	even
3	good
4	long
5	year
6	day
7	use
8	work
9	go
10	thing
11	well
12	look
13	another
14	around
15	man
16	great
17	same
18	came
19	come
20	right

1st Quartile 2nd Quartile 3rd Quartile 4th Quartile

Anticipating a **huge** turnout, the National Park Service had enlisted the **help** of some **five hundred Washington police officers**. By **five** o'clock that **afternoon**, when the concert was scheduled to **start**, an **estimated** 75,000 people had **gathered** on the Mall. They **waited** patiently **under** overcast skies, bundled up **against** the brisk **wind** that whipped in from the Potomac River. They had **come** on this chilly Easter **Sunday** to **hear** one of the **great voices** of the time and to **demonstrate** their **support** for racial **justice** in the **nation's capital**.

Vocabulary: Additional Support for ELLs

Academic Word List Highlighter

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☒ 10

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

The earliest arrivals found places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

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Vocabulary: Additional Support for ELLs

Academic Word List Highlighter: Highlighted Results

Despite cold and threatening weather, the crowd began to **assemble** long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

The earliest arrivals **found** places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers. By five o'clock that afternoon, when the concert was **scheduled** to start, an **estimated** 75,000 people had gathered on the Mall. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this chilly Easter Sunday to hear one of the great voices of the time and to **demonstrate** their support for racial justice in the nation's capital.

Vocabulary: Additional Support for ELLs

Teach Vocabulary Key to Understanding the Text

- To be successful readers, ELLs need to know words that are frequent across multiple texts (Graves, August, & Mancilla-Martinez, 2013).
- ELLs also need to know the meanings of words and phrases that are crucial to understanding the text at hand (San Francisco, Carlo, August, & Snow, 2006).

Text	Text-Dependent Questions	Key Vocabulary
Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.	<i>Which words describe the weather?</i>	cold, threatening
	<i>Did the weather prevent people from assembling?</i>	despite, assemble
	<i>Which word describes the streets near the concert?</i>	jammed

Vocabulary: Additional Support for ELLs

- Research-based vocabulary instruction consists of both teacher- and student-directed instruction (Lesaux, Kieffer, Faller, & Kelley, 2010; Graves, August, & Mancilla-Martinez, 2013)
 - More intensive instruction for abstract words
 - Provide the definition in context
 - Provide the home language definition and cognate status
 - Illustrate the word
 - Invite students to talk about the word
 - Less intensive instruction for concrete words
 - Define the word in situ
 - Use gestures to demonstrate the word
 - Show the word in illustrations from the text
- Student-directed learning
 - Word learning strategies and glossaries

Vocabulary: Additional Support for ELLs

Teacher-Directed: More Complex Vocabulary

Students see:

anticipate

anticipar



The boy _____ that it will rain, so he brings an umbrella.

Context: Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers.

The teacher says:

Let's talk about the word *anticipate*. Look at the picture of the boy. The boy looks out the window and sees rain clouds. He brings an umbrella outside because he *anticipates* or expects that it will rain.

Anticipate means to expect and prepare for something.


Anticipate in Spanish is *anticipar*. *Anticipar* and *anticipate* are cognates. They sound alike and are almost spelled the same.

In the story, the people who work for the National Park Service *anticipate* or expect that many people will come to the concert.

Partner talk. Tell your partner about a time when you anticipated you would have a good time and you did.

Vocabulary: Additional Support for ELLs

Teacher-Directed: Less Complex Vocabulary

Word (paragraph 1)	ESOL Technique
threatening	define in situ <i>“Threatening weather means it looks like it’s going to be bad weather.”</i>
assemble	define in situ <i>“Assemble means to gather or come together.”</i>
jammed	show the picture in the book of the crowd 

Vocabulary: Additional Support for ELLs

Student-Directed: Word Learning Strategies

- Cognates, context clues, morphology, and so on.
- Dictionaries and digital resources
 - Online:
 - English: wordsmyth.net
 - spanish.dictionary.com
 - translate.google.com
 - Smartphone apps:
 - English: SnaPanda (Android)
 - English: Dictionary! (Android & iPhone)
 - Free Spanish-English Dictionary + (iPhone)
 - English-Spanish Dictionary (Android)



Vocabulary: Additional Support for ELLs

Word Learning Strategies

Word (paragraph 1)	Word Learning Strategy
threatening	context clues <i>cold, weather</i>
crowd	context clues <i>large groups, thousands of people</i>
concert	cognate <i>concierto</i>
groups	cognate <i>grupos</i>

Vocabulary: Additional Support for ELLs

Student-Directed: Glossaries

<i>Your teacher will read a section of the text aloud and help you to understand additional vocabulary words. Re-write each word. Write an example phrase for each new word. Mark if the word is a cognate. The first one is done for you.</i>					
<u>Vocabulary Chart</u>					
Word Translation	Re-write the Word	English Definition	Example From Text	Phrase	Is it a cognate?
animated <i>animado</i>		full of excitement	People arrived in large <u>animated</u> groups.	<i>We were happy and animated before the big game.</i>	yes
anticipate <i>anticipar</i>		expect and prepare, or get ready for something	<u>Anticipating</u> a huge turnout, the National Park Service had enlisted the help of five hundred police officers.		

Vocabulary: Additional Support for ELLs

- What is different about developing vocabulary in ELLs? For other students who might need additional support?
- What are the implications for practice?

ELLs may not know the most frequently used English words, impeding their ability to understand text.

Thus, ELLs may need additional vocabulary support for words as well as phrases that their English-proficient peers already know.

Some ELLs may be able to draw on first language cognate knowledge. Teaching students to draw on this knowledge is important in helping them acquire new words.

Partner Talk



Questions

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